

GUIDELINES FOR NON-SCHOOL PERSONNEL PRESENTING SUBSTANCE ABUSE/VIOLENCE PREVENTION PROGRAMS

Responsibilities of the School District:

In using outside speakers as part of the Substance Abuse/Violence Prevention Program school districts and teachers have several responsibilities:

1. The speaker should be used in conjunction with the school's prevention program. This means that speakers are not merely used to "fill time," but are used to reach program goals or learner outcomes.
2. Students should be prepared for the speaker. This may mean that if a speaker is used, lessons should build up to the speaker's presentation so the presentation is more meaningful.
3. Once the speaker has presented, a teacher-led follow-up should be conducted with the students. This might entail debriefing what the speaker presented, what the issues were, how it "fit" into the prevention programs, or what might improve the session.
4. The school district administrator or teacher should evaluate the outside presentation to determine whether or not it met district goals and objectives, whether it was clear and appropriate for the audience, and whether a decision on future use of the outside presentation (or the actual presenter) should be made.
5. The school district has the right to know the speaker's qualifications. For example, being a "recovering alcoholic" may not qualify an individual to present to students on the effects of drinking.

Responsibilities of the Outside Speaker:

1. Outside speakers serving as resource personnel in Idaho schools should be aware of the intended audience and community concerns. Topics that are appropriate for high school students may not be appropriate for elementary students. Likewise, topics appropriate in one community may not be appropriate in another.
2. Speakers should know what is expected of them. They should be aware of the audience, why they were invited, how their presentation fits into the overall curriculum and what the school's expectations are. Experiential presentations should focus on personal responsibility.
3. Once speakers know what is expected of them, they should offer the teacher suggestions on student preparation (i.e., teacher-led classroom activity or assignment), as well as follow-up activities.
4. Speakers have the right to request evaluation of their presentation. This might be as simple as verbal feedback from the teacher or perhaps a written evaluation from the student. Generally, speakers know how well they did if they are asked to return for subsequent presentations.

Conclusion:

Both the school district and outside speakers have rights and responsibilities:

- ♦ School districts have the right to know the speaker's qualifications and presentation content. Districts have the responsibility to use speakers that meet program goals and outcomes.
- ♦ Speakers have the right to a respectful audience and to an evaluation of their presentation. They also have the right to ask districts to use them in a meaningful way (student preparation and follow-up).
- ♦ Speakers have the responsibility to know the audience to which they are presenting and the community in which they are presenting.
- ♦ School districts and speakers have the shared responsibility to work together to best meet the educational needs of a community's students.
- ♦ Some speakers are requested by school districts to return on an annual basis. The speaker should determine if the information being presented is the same year after year. If so, it may be that the teacher should be "trained" by the speaker (or other qualified person[s]) to provide the information as an integral part of the class.